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4-5-2010

Change FRN 463 and SPN 463 to FCE 463

The College at Brockport, College Senate

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The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK
College Senate
350 New Campus Drive
Brockport, NY 14420

Resolution # 20
2009-2010
College Senate

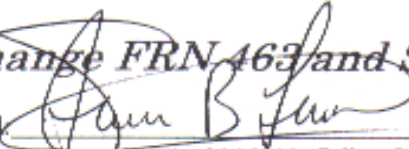
New Resolution: ☐
Supersedes Res #:

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *April 5, 2010*

RE: I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
→ III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: *Change FRN 463 and SPN 463 to FCE 463* (routing #55 09-10UC)

Signed: 
(Steven Lewis, 2009-10 College Senate President)

Date: 4/9/10

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

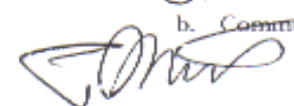
TO: Steven Lewis, The College Senate President

FROM: *John R. Halstead, College President*

RE: I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted - Implementation Effective Date: **Fall 2010**
b. Deferred for discussion with the Faculty Senate on ____/____/____
c. Unacceptable for the reasons contained in the attached explanation

→ II, III. Response to Recommendation or Other/FYI

(a) Received and acknowledged 4/14/10
b. Comment: _____

Signed: 
(Dr. John R. Halstead, President, The College at Brockport)

Date: 4/14/10

DISTRIBUTION

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE**

Routing Number <i>Routing # assigned by Senate Office</i>	#55 09-10 UC <i>Use routing number and title in all reference to this proposal.</i>
Replaces Resolution	#

DEADLINE FOR SUBMISSIONS: FEBRUARY 28

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

INSTRUCTIONS – please, no multiple attachments – each proposal must be submitted electronically as one document.

- Submit only complete proposals. Include support letters from department chair and dean.
- Proposals must be prepared individually in Word format using committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Fill out this cover page for each proposal and insert it electronically as the front page of your document. (collegesenate/proposal.html)
- Email whole proposal with cover page as one document to senate@brockport.edu and facpres@brockport.edu.
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

Change FRN 463 and SPN 463 to FCE 463

2. **BRIEF DESCRIPTION OF PROPOSAL:**

FRN 463 and SPN 463 will become FCE 463.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET ARE NEEDED?** X NO ___ YES EXPLAIN YES

4. **HOW WILL THIS EFFECT TRANSFER STUDENTS:**

No effect

5. **ANTICIPATED EFFECTIVE DATE:**

Fall 2010

6. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/27/2010	3/24/10		

7. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Graziela Rondon-Pari	Foreign Languages and Literatures	(585) 395-2236	grondonp@brockport.edu

8. **COMMITTEES TO COPY: (Senate office use only)**

Standing Committee	Forwarded For Approval To	Dates
___ Enrollment Planning & Policies	Committee for approval	3/3/10, 3/24/10
___ Faculty & Professional Staff Policies	Executive Committee	3/29/10
___ General Education & Curriculum Policies *	GED to Vice Provost	
___ Graduate Curriculum & Policies	Senate	4/5/10
___ Student Policies	College President	4/8/10
xxx Undergraduate Curriculum & Policies	OTHER	
* follow special Gen Ed procedures for submission of General Education proposals at "How to Submit Proposals" on our Website.		REJECTED -WITHDRAWN

NOTES:

Rationale

SPN 463, Linguistics and Second Language Acquisition, was recently changed to SPN/FRN 463 in an attempt to conform to NCATE accreditation standards. However, it has since been determined that this course cannot count as SPN/FRN credits since it is taught in English to both Spanish and French majors seeking teacher certification. Therefore, we would like to change the designation to FCE to make it clear that this course is taught in English and does not count toward the FRN/SPN (Track I) majors.

GENERAL EDUCATION PROGRAM
SUPPLEMENTAL COURSE REGISTRATION FORM
OCTOBER 2008 VERSION

COURSE NUMBER: FCE 463 COURSE TITLE: Linguistics and Second Language Acquisition
COURSE NUMBERS FOR ANY CROSSTINGS: None
SUBMITTED BY: Graziela Rondon-Pari DEPARTMENT/PROGRAM: Foreign Languages and Literatures.
DATE: 02/25/2010 ESTIMATED SEAT'S/SEMESTER? 20 seats/ Fall 2010
NEW COURSE? ☐ YES ☒ NO
RE-REGISTRATION OF EXISTING COURSE? ☒ YES ☐ NO

UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS ☐ YES ☒ NO

DEPARTMENT CHAIR'S APPROVAL _____ DATE: / /

Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT _____ DATE: / /
Required before General Education Committee Action

GENERAL EDUCATION COMMITTEE APPROVAL _____ DATE: / /
Required after General Education Committee Approval
ACADEMIC AFFAIRS ACKNOWLEDGEMENT _____ DATE: / /
Required after General Education Committee Approval

-
- All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

☒ copy of standard Course Registration Form signed by chair and dean.
☒ completed Student Learning Outcomes Checklist(s) as appropriate
☒ updated bibliography (if applicable) with full bibliographic citations
☒ 10-copies submitted

- Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

<input type="checkbox"/> Fine Arts ("F")	<input type="checkbox"/> Social Sciences ("S")
<input type="checkbox"/> Fine Arts Performance ("P")	<input type="checkbox"/> American History ("V")
<input type="checkbox"/> Humanities ("H")	<input type="checkbox"/> World Civilization (Non-Western) ("O")
<input type="checkbox"/> Western Civilization ("G")	<input type="checkbox"/> Contemporary Issues ("I")
<input type="checkbox"/> Natural Sciences ("N")	<input type="checkbox"/> Perspectives on Women ("W" or "WY")
<input type="checkbox"/> Natural Sciences Laboratory ("L")	<input type="checkbox"/> Diversity ("D")

Committee Action

- ☐ Approved as requested - course will be filed with Registration Office
☐ Not approved – If not approved for inclusion in General Education Program at this time, please see comments below:

College Course Registration Form

This form is used to register all courses. It must be signed by the department chair and the school dean who will send it forward to the Registrar's Office. Registration of General Education courses requires an additional *Supplemental Course Registration Form* and the appropriate *Student Learning Outcomes Checklist*. Approval by the Faculty Senate's General Education Committee is necessary for all General Education courses.

Data entry fields are shaded. Some fields have limits on numbers and spaces that can be entered. Some areas have drop-down menus with options that can be selected by clicking your choice. Save the blank form before using it and then save each course form with an individual file name. Go back to the saved blank for each new form but save with a different name after filling in data.

Action concerns a new course	Discipline	Number
Action concerns an existing course:	Discipline FCE	Number 463

Course Submitted by: Graziela Rondon-Pari
Department: Foreign Languages and Literatures

Chairperson's Approval: _____ Date: _____

Dean's Approval: _____ Date: _____

1. Action requested:
 - ☐ Registration of new course
 - ☐ Revision of content for existing course
 - ☐ Registration of general course listing under which related titles can be taught (umbrella courses)
 - ☐ Registration of topics course for specific semester (if checked, complete item 2 below)
 - ☐ Change of course title – Previous Title:
 - ☐ Inactivation of existing course registration (course will not be taught in near future)
 - ☒ Other – Describe: Course changing from FRN/SPN 463 to FCE 463
2. Complete for registration of topics courses or umbrella courses:
 - a. General course registration: Discipline: Number:
 - b. General registration title:
 - c. Specific course title for semester offered (topics course title):
 - d. Topics course registration is for: FALL SEMESTER Year:
3.
 - a. ☒ Undergraduate listing: Discipline: FCE Number: 463
 - b. ☐ Graduate listing: Discipline: Number:
4.
 - a. Official course title: Linguistics and Second Language Acquisition
 - b. Course start date: FALL SEMESTER YEAR: 2010
5. Abbreviated course title (restricted to 16 spaces) Ling Sec Lan Acq
6.
 - a. Semester hours of credit assigned to course (invariable): 3
 - b. Can this course have variable credit ☒ No ☐ Yes - Credit range to semester hours
 - c. Is this course repeatable for multiple credit? ☒ No ☐ Yes - Credit Maximum =
7. Type of Course: LIBERAL ARTS
8. General Education Information: (Complete only for General Education courses)
 - a. General Education Knowledge Area (choose one if applicable): NONE

- b. Additional student learning outcomes: (check all codes that are currently approved)
- | | |
|---|--|
| <input type="checkbox"/> Contemporary Issues (I) | <input type="checkbox"/> Upper Level Writing (U) |
| <input type="checkbox"/> Both Contemporary Issues and Upper Level Writing (J) | |
| <input type="checkbox"/> Scholarship on Women (W) | <input type="checkbox"/> Diversity (D) |
| <input type="checkbox"/> Science & Technology (E) | <input type="checkbox"/> Other World Civilizations (Non-Western) (O) |
9. If cross-listed in another discipline(s), give discipline(s)/number(s):
 If there are pre-requisites that are enforced, give discipline(s)/number(s): FRN/SPN 351
 If there are co-requisites, give discipline(s)/number(s):
10. a. Approximate total number of seats/semester expected: 20
 b. How many sections do you expect to offer per semester: 1
11. Sections of this course are (check one): taught by one instructor ☒ taught by a team ☐
12. Planned frequency of offering: IRREGULARLY
13. Grading (check any that apply):
☒ Letter grade ☐ Pass/Fail (S/U) ONLY ☐ Approved for IP grade
☐ Course requires a minimum grade of for General Education or the major
14. If this course requires any special scheduling arrangements with regard to time or room/space, please comment on this in the space provided:
15. If this course is required for any degrees/programs, please list them below:
 Required for French and Spanish Teaching Certification Program
16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters. Use action verbs and omit "This course covers..." and similar phrases.
 Contrastive analysis of the language components of English, French and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores languages acquisition theories, and their application to bilingualism and the teaching of English to speakers of other languages.
17. For all courses, please attach the following information:
- a list of major course objectives
 - a topical outline of course
 - a list of methods used to evaluate student performance
 - a list of instructional materials used – give bibliographic citations of texts, critical readings, films, e
 - a current course syllabus, if possible
 - a brief statement detailing the additional work required of graduate students in a "swing course."

FCE 463: Linguistics and Language Acquisition

Instructor: Graziela Rondón-Pari
Phone: 395-2236 (Office); 395-2269 (Departmental Office)
E-Mail: grondonp@brockport.edu
Office: 216 Dailey Hall
Office Hours: Monday: 12noon-1:00pm
Monday and Wednesday: 4:30 to 5:30pm
Friday: 3:30pm-4:30pm

Required Text: Horwitz, E. (2007). Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching. Boston: Pearson Education, Inc.

Recommended Texts: Lightbown, P. & N. Spada (2008). How Languages Are Learned. Oxford, UK: Oxford University Press.

Omaggio, A. (2005). Teaching Language in Context. 3rd edition.
Boston, MA: Heinle and Heinle, 2001.

Additional material will be posted on Angel.

List of Readings:

- Reading #1: Pearson, L., Fonseca Greber, B. & Foell, K. (2006). Advanced proficiency for foreign language teacher candidates: What can we do to help them achieve this goal? Foreign Language Annals, 39 (3), 507-519
- Reading #2: Basic concepts of linguistics (hand out given in class).
- Reading #3: Bonvillain, N. (2007). Language, Culture, and Communication: the Meaning of Messages. New Jersey: Prentice Hall.
- Reading #4: Morin, R. (2007). A neglected aspect of the standards: Preparing foreign language Spanish teachers to teach pronunciation. Foreign Language Annals, 40 (2), 342-360. (SPN 463/563)
- Reading #5: De la Fuente, M. J. (2002). Negotiation and oral acquisition of L2 vocabulary: The roles of input and output in the receptive and productive acquisition of words. Studies in Second Language Acquisition, 24, 81-112.

Miscellaneous: Blank cassette tape needed for taped interview.

Course description (from catalog).

Prerequisite SPN 351. Offers a contrastive analysis of the language components of English and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores languages acquisition theories, and their application to bilingualism and the teaching of English to speakers of other languages.

Throughout the semester students will also review academic articles that bring the latest developments on second language teaching and learning, and related topics. Students are expected to write and discuss their ideas using the appropriate register and lexicon as educated persons in the field of foreign language teaching and learning do in an academic setting.

Learning Outcomes:

By the end of the semester students will be able to:

- Identify syntactic and morphological patterns in Spanish/French and contrast them to the ones in English.
- Explain sociolinguistic issues related to register, formality and socio-economic level of speech distinction, such as lexicon and in some cases phonetic differences.
- Apply concepts learned into their own “teaching philosophy”.
- Create their own “teaching philosophy” by:
 - Indicating and exemplifying their choice of teaching method at different k-12 grade levels.
 - Describing their type of error correction style, whether implicit or explicit.
 - Indicating the type of student assessment preference, based on the readings and latest research in second language acquisition and assessment theories.

Grading and Evaluation for FCE 463

Participation and preparation	10%
OPI	5%
Homework	5%
Tests	20%
Presentation	10%
Written review of a research study	5%
Portfolio (Includes Journal, “Teaching Philosophy”, OPI tape, self assessment and reflection)	15%
Final Paper	15%
Final Exam	15%

A = 100-93%	A- = 92-90%	B+ = 89-87%
B = 86-83%	B- = 82-80%	C+ = 79-77%
C = 76-73%	C- = 72-70%	D+ = 69-67%
D = 66-63%	D- = 62-60%	E = Less than 60%

Grading Standards

- A** Outstanding command of the subject matter. The student engages in class discussion and exhibits originality and clarity of thought as well as superior

command of analytic language in written work. The student is also able to integrate readings with material presented in class.

- B Above average comprehension of material discussed in class. The student demonstrates many of the qualities of A work yet lacks the optimum qualities of that level. The student often excels in certain areas while needing improvement in others.
- C Student meets basic requirements in assignments and demonstrates a rudimentary understanding of the material taught in class.
- D Failure to meet most of the basic requirements in assignments or failure to demonstrate an adequate understanding of basic tenets of subject matter.
- E Failure to meet the basic requirements of the course and failure to demonstrate any understanding of the material presented.

Participation, preparation and attendance: They will be graded according to the following criteria:

- A Always comes to class excellently prepared with clear, well thought out and textually supported analytic comments; contributes effectively to class discussions; always volunteers and communicates articulately.
- B Comes to class with all assignments prepared; is attentive and responsive; volunteers and tries to elaborate; comments in class discussions are insightful but could be more purposeful, better prepared, or more clearly articulated.
- C Comes to class but is sometimes unprepared and/or participates minimally and only when required by the instructor; comments in class discussion are mainly summaries or observations which demonstrate comprehension but not analysis or synthesis.
- D Does not attend class regularly; is often unprepared or miscomprehends; makes little effort to contribute to class discussions.
- E Excessive absences and/or unprepared; does not comprehend the texts; makes little or no effort to participate; fails to contribute productively to class discussion.

Homework: I will collect and grade homework, so please write your homework in a loose leaf of paper. All homework should be typed.

Oral Proficiency Interview: For undergraduate students only. The interview will take place in the beginning of the semester and consists on a 15 minute taped conversation with the instructor. The student will keep the tape, which will later be submitted as part of the portfolio. Grading will be contingent to the score obtained on the interview, following the “ACTFL Proficiency Guidelines”. To receive a score of “A” a minimum proficiency of “advanced low” in the target language is required. Each proficiency level below “advanced low” will decrease the grade in one letter score. A score of “B” corresponds to an “intermediate high” proficiency level, “C” corresponds to an “intermediate mid” proficiency level. Proficiency levels of “intermediate low” or below will receive a score of “D”.

Tests: There will be two tests. Tests are clearly indicated on the calendar of weekly activities and will include material from the textbook and the readings. Remember that there will be **NO make-ups**.

Oral Presentation: Students registered in FCE 463 will present the contents of a topic selected at the beginning of the semester. Presentations for all students will last at least 15 minutes and should include an activity that involves the whole class to summarize the information.

Written review of research study/studies: There will be one written review for students taking FCE 463. In a five-page to six-paper students will analyze an experimental or quasi experimental research study. The material contained in the readings will also be tested.

Portfolio: It will contain the student’s “Teaching Philosophy”, the journal written after every text chapter, the tape containing the OPI, a self assessment of the OPI and a reflection on the steps needed in order for the student to achieve the “advanced low” proficiency level.

- The “Teaching Philosophy” consists on a 7-8 page long statement, which will require students to synthesize plenty of the material read, evaluate the merit or weaknesses of the teaching methods they learned about and provide an informed opinion on important current issues in second language learning, such as error correction styles, feedback, the use of negotiation of meaning as well as the role of input and output. As a corollary, students reflect on their own mission as future teachers and explain how they see themselves teaching a foreign language at the high school level in a public school setting and what they would like to accomplish as K-12 foreign language teachers. Students read and use research articles read in class and, in addition, they will consult at least three more serious research studies approved by the instructor on an individual meeting.
- The journal consists on completing the journal entries located in the end of each chapter. One typed page minimum per chapter.
- OPI tape: in a one to two-page essay you will first assign yourself a score based on the “ACTFL Proficiency Guidelines”. State the reason why you choose the score using examples from the tape and relating the examples to the “ACTFL Proficiency Guidelines” and the “ACTFL Program Standards for Preparation of Foreign Language Teachers” standards 1a,1b, 1c (both documents on Angel). The second part of the essay consists on a reflection on how to improve your score (if below advanced low) and steps you are planning to take in order to improve your proficiency level, also taking into account the “ACTFL Proficiency Guidelines” and the “ACTFL Program Standards for Preparation of Foreign Language Teachers”, standards 1a, 1b, 1c.. If your score is “advanced low” or higher you only need to write one page and no reflection on how to improve your score is needed.

Final Exam: Will be cumulative, so please do not fall behind.

Final Paper: Towards the end of the semester students will write a 12 page research paper on a topic covered in class. Topics include linguistics as well as second language teaching and learning processes.

Attendance Policy: Attendance at all class sessions is required. Up to two absences will be excused only in cases of observance of religious holidays, documented medical or family emergencies or an officially sanctioned college event. You will be required to submit written proof excusing such absences. Each unexcused absence will decrease the attendance grade in 10%. Each unexcused tardiness (15 minutes to half an hour) will decrease your grade in 5%. If more than half hour is missed, it will constitute an absence.

If you miss a class, you are expected to take responsibility for getting whatever information you may have missed and for being prepared for the next class by consulting Angel (<http://angel.brockport.edu>), your instructor and/or your classmates.

Late assignments will not be accepted and there are no make-up quizzes or exams.

NCATE conceptual framework:

Three conceptual framework themes permeate all professional education programs in the Professional Education Unit. First, candidates are expected to have a solid base of knowledge and skills in their discipline including content knowledge and skills, professional knowledge and skills, and reflective skills. Second, candidates are expected to demonstrate a set of professional dispositions. And third, candidates are expected to have a positive impact on P-12 learners.

Student coursework in Education courses must be made available for NCATE program reviewers. Student documents, with students’ names omitted, including written assignments and audiotapes may be retained by the instructor for an indefinite period of time. Students should make copies of their work so they will have record of their learning.

Academic Dishonesty Statement

Academic dishonesty is a serious breach of that trust which exists between a student, one’s fellow students and the instructor. Academic dishonesty is a major violation of College policy, which can result in the

failure of this course, as well as in a range of disciplinary actions. Any student suspected of such a violation will be subject to charges.

Disability Statement

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffice@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Class Schedule

Week 1:

Monday: Introductions, syllabus, course overview. Reading #1: "Advanced Proficiency..."
Homework for next class: Finish the reading and be ready to discuss the topic in class.

Wednesday: Class discussion regarding Reading #1.
The Oral Proficiency interview. Homework for next class: become familiarized with each level and sublevel of the Oral Proficiency Interview

Week 2:

Monday: No class

Wednesday: Oral Proficiency Interview samples to be heard and to determine level. Discussion on how students can improve their OPI score.
Homework for next class: Read Reading #2: "Introduction to linguistics".

Week 3: September 14 – 16

Monday: Class discussion regarding Reading #2. Basic Concepts of Linguistics. Group work.
Homework for next class: Read pp. 7-16 of Reading #3: Phonetics and Phonology.

Wednesday: Class discussion regarding Reading #3. Phonetics, phonology, classification of consonants by place of articulation, allophones.
Homework for next class: Read Reading #4 "A Neglected Aspect ...".

Week 4: September 21 – 23

Monday: Class discussion regarding Reading #4. Graduate student presentation. Class discussion regarding Reading #4. Homework for next class: read second part of reading #3 (pp. 17-30).

Wednesday: Class discussion regarding Reading #3 (pp. 17-30).
Morphology, morphemes, affixes (prefixes, suffixes, infixes), syntax, semantics.
Homework for next class: Read reading #5: "Analysis of English-Spanish..."

Week 5: September 28 - 30

Monday: Applied Linguistics. Class discussion regarding Reading #5: "Negotiation...". How to analyze a research study.

Wednesday: Input, output, negotiation of meaning, negative feedback.

Week 6: October 5 – 7

Monday: Written Review of Research Study due.
Introduction to the textbook's chapter 2. Preparation for the test.
Homework for Wednesday: Read the Textbook's Chapter 2 (pp. 23-44).

- Wednesday: Test 1.
Homework: Read pp. 23-44.
- Week 7: October 12 – 14
- Monday: Class discussion regarding textbook pages 23-44. Activities on p. 46.
Homework: Read Chapter 3 (pp. 48-56).
- Wednesday: Chapter 3. Discussion about the first part of the chapter. Homework: Read pp. 57-62 and in a 1-2 typed page elaborate on the two issues described under “Planning for your Classes” (p. 63).
- Week 8: October 21
- Monday: No class
- Wednesday: Class Discussion regarding the content of the homework. Group work based on teaching methodologies. Homework: Read Chapter 4 (pp. 67-86).
- Week 9: October 26 – 28
- Monday: Class discussion on the contents of chapter 4. Useful listening activities for elementary-high school students. Homework: Read pp. 86-87 and become familiarized with the listening portion of Advanced Placement (AP) tests.
- Wednesday: Assessing listening comprehension at the elementary through high school levels. Advanced Placement Exams: Speaking portion.
- Week 10: November 2-4
- Monday: Test 2. Homework: Read Chapter 5, pp. 91-105.
- Wednesday: What should I know about teaching speaking? Class discussion. Homework: Read pp. 105-111 and review the ACTFL proficiency guidelines: Speaking.
- Week 11: November 9 – 11
- Monday: Activity ideas for developing speaking skills. Assessment of speaking performance. Review of the ACTFL proficiency guidelines: Speaking.
Homework: Read chapter 6 (pp. 115-129) and write a 1-2 page elaboration of the two topics mentioned under “Reflections” (p. 132).
- Wednesday: What I should know about teaching reading? Class discussion. Activity ideas.
Homework: Read pp. 130-132 and become familiarized with the reading portion of the Advanced Placement Test.
- Week 12: November 16- 18
- Monday: Assessing Reading Comprehension. Types of reading comprehension assessment activities for elementary through high school students. Advanced Placement Test: Listening Component.
Homework: Read Chapter 7 (pp. 135-151).
- Wednesday: What should I know about teaching writing? Class discussion. Some guidelines for teaching writing, activity ideas. Homework: Read pp. 151-153 and become familiarized with the AP test writing section.
- Week 13: November 23
- Monday: Assessing Writing. AP writing section. Homework: Read Chapter 9 (pp. 183-198).
- Week 14: November 30 - December 2
- Monday: Class discussion on language assessment and 5 Cs.
Homework: Read Chapter 10 (pp. 202-213).
- Wednesday: Common Language Teaching Activities.
- Week 15: December 7 -9
- Monday: Portfolio Due.
- Wednesday: Preparation for the Final Exam.

Final exam: TBA
Final paper: Due the day of the final exam.

#55 09-10 UC

COLLEGE SENATE
THE COLLEGE AT BROCKPORT

MAR 24 2010

SUNY - 350 NEW CAMPUS DRIVE
BROCKPORT, NY 14420-2925

March 8, 2010

Dr. Joan Lucas

Chair, Senate Undergrad Curr Committee

Fax 395-2304

Dear Dr. Lucas,

I have read carefully the document prepared by Graziela Rondon-Pari concerning the new designation of FRN/SPN 463. Creating the new designation of FCE 463 which will include both groups, is by far the most efficient solution to a larger problem.

By putting both FRN 463 and SPN 463 under FCE 463 we can avoid having teacher candidates taking a major with more hours than everyone else. The teacher candidates would have a 33 hr major while all the other students would keep the normal 30 hr. major. The course is taught in English, and since it is in linguistics, there is really no significant reason for not combining both groups.

I fully endorse the Senate Proposal #55 to change FRN/SPN 463 to FCE 463.

Sincerely,